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LOW INCOME FAMILY, TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS, HOME ECONOMICS CURRICULUM CONSTRUCTION, EDUCATION 685.

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A STUDY WAS MADE OF THE NEED FOR EXTENSION WORK WITH LOW INCOME FAMILIES IN EASTERN KENTUCKY (APPALACHIA) AND OF THE PROBLEMS AND TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS WHO WORK WITH THESE FAMILIES. THE AGENTS FELT THEY HAD A RESPONSIBILITY TO HELP LOW INCOME FAMILIES IN BUDGETING TIME, EFFORT, AND RESOURCES TO MEET MINIMUM STANDARDS IN FOOD, CLOTHING, AND SHELTER. IT WAS FELT THAT TRAINING PROGRAMS SHOULD INCLUDE INFORMATION ON THE COMMUNITY PARTICIPATION PATTERN OF LOW INCOME FAMILIES, THEIR VALUE SYSTEM, FAMILY RESOURCES AND LIVING STANDARDS, HABITS, ABILITIES, WORRIES AND CONCERNS, AND THE NATURE OF THE COMMUNITY IN WHICH THEY LIVE. MORE KNOWLEDGE OF SOCIOLOGY, PSYCHOLOGY, AND ANTHROPOLOGY WAS FELT TO BE OF VALUE. RESPONSES OF EXPERIENCED AGENTS DID NOT DIFFER SIGNIFICANTLY FROM THOSE OF AGENTS WITH LITTLE EXPERIENCE. GENERAL CHARACTERISTICS OF LOW INCOME FAMILIES IN EASTERN KENTUCKY INCLUDED LACK OF PARTICIPATION IN SCHOOL AND COMMUNITY ACTIVITIES, INADEQUATE FOOD AND HOUSING, AND MINIMAL EDUCATION. (A SUGGESTED WORKSHOP FOR HOME DEMONSTRATION AGENTS IS OUTLINED.) (PT)

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LOW INCOME FAMILY
TRAINING NEEDS OF HOME DEMONSTATION EXTENSION AGENTS

Home Economics Curriculum Construction
Education 685

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LOW INCOME FAMILY
TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS

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LOW INCOME FAMILY TRAINING NEEDS
OF HOME DEMONSTRATION EXTENSION AGENTS

I. INTRODUCTION

The writer of this term problem has responsibility for supervising Home Demonstration Extension agents in twenty-two counties of Kentucky. She is interested in promoting the best Home Economics Extension program possible for all the people of the twenty-two counties. Extension service in Kentucky is an informal educational service which is directed at helping people solve their problems. "Helping people to help themselves". Extension service provides guidance so that people through their own initiative can develop their ability to identify and solve the various problems affecting their welfare. The writer believes that people must be involved at the local level in the planning and development of educational experiences to meet their needs and solve their problems if maximum success is to be realized in Extension's educational effort.

Extension service has been successful in involving the people of Kentucky at the local level and promoting improved practices in agriculture, Home Economics and family life. The people who have received the least educational service comprise the group which many people say "needs it most" - the low income families. They do not participate in the educational experiences of their county and community Extension program to the extent that the middle class participates. Socio-economic status and education are obviously related to participation. For years this lack of program participation by low income families has been a growing concern of Extension agents, lay leaders and Extension Administration. As national leaders and educators place more emphasis on poverty, Extension becomes more concerned about developing effective methods for reaching low income families. Extension believes the best educational methods to be those which adjust the subject matter to be taught to the needs and learning level of the learner.

The assumption of this writer is that one cannot understand the needs and problems of low income families until there is an understanding of the psychological, educational, and economic situation of the people to be reached. This would include a study of the family and community and an understanding of how these factors influence problems and needs.

This writer feels that the failure of many Extension programs to reach the low income family is due to the Extension agent's lack of understanding of the individual and his community. Due to this lack of understanding, the Extension agent fails to recognize the major educational interest of the individual, fails to approach him in such a manner as to gain his interest and confidence, and is unable to plan and adapt educational information and teaching methods to the interest and learning level of the individuals and families to be reached.

This term problem has been selected because of the educational contribution which the writer feels that it will make to Extension service and other professional workers who serve low income families. Due to this writer's role of responsibility, the information, methods and techniques learned, and the knowledge and experiences gained will contribute to training programs and personal guidance conferences which will better prepare Kentucky extension agents to provide educational experiences to meet the needs and interests of low income families and to involve them in actions to solve their problems.

II. SITUATION

A. POVERTY IN THE UNITED STATES

On April 26, 1955, President Eisenhower expressed to Congress his concern regarding low income family needs. He submitted to the First Session of the 84th Congress of the United States proposals for actions to alleviate the needs of low income families. Quotations from his letter of transmittal are as follow:

> In this wealthiest of nations, where per capita income is the highest in the world, more than one-fourth of all families who live on American farms still have cash incomes of less than $1,000 a year. They neither share fully in our economic and social progress nor contribute to the Nation's production of goods and services. . . .
>
> This problem calls for understanding and for action.
>
> We must open wider the doors of opportunity to our million and a half farm families with extremely low incomes—for their own well-being and for the good of our country and all of our people. . . .[3]

In compliance with President Eisenhower's request, Mr. E. T. Benson, Secretary of the Department of Agriculture, submitted a letter of submittal which contained the following statement:

> Many of these people wish to increase their contribution to the Nation's production of goods and services, and thereby improve their own levels of living. Helping them to accomplish this objective will not only improve the well-being of those directly concerned, but will also add to the Nation's strength. Prudence as well as sympathy should impel us to strengthen our activity in this area. . . .[3]

President Eisenhower's recommendations made a big impact on the Agricultural Extension program and this influence is still being felt today. His recommendations included the expansion and adaptation of the Agricultural Extension program to meet the needs of low income families, provisions for expansion of services and credit through other Federal agencies, vocational training, expansion of industry in low income family areas, development of additional leadership to work with low income families and increased cooperation of all federal agencies to meet the low income family needs.[3] The presidents and congressmen who have succeeded President Eisenhower have recognized these needs and have continued to strengthen and place further interest on the needs of low income families.

B. POVERTY IN KENTUCKY

Kentucky has areas of poverty in every county; however, more low income emphasis is placed on the Eastern Kentucky counties.

Eastern Kentucky lies in the Southern Appalachian Region, which has been recognized as "the largest American problem area" - an area whose participation in the economic growth of the nation has not been sufficient to relieve the chronic poverty of its people . . . a population which has grown more rapidly than its resources.[5]

About one-fourth of the adults in this Appalachian area of Eastern Kentucky and one-seventh of the adults in the state of Kentucky are functionally illiterate. Kentucky's median grade average is 8.7 for adults over twenty-five years of age.

In 1960, one-half of Kentucky families had annual incomes of less than $1,000. The median income for the state was $1,976. In the Eastern Kentucky counties, the average per capita annual income was $915.00. During 1962, 107 of

Kentucky's 120 counties were participating in the United States Department of Agriculture donated foods program administered through the county welfare program, and three counties were on the Food Stamp Program. Transfer payments, public assistance, retirement and unemployment pay made up 12 percent of all personal income as compared to eight percent for the nation in 1961.[6]

"There are pockets of poverty in every county of Kentucky with the greater concentration in those counties with little or no agricultural or industrial production . . . Due to both low educational attainment and low income, the basic living needs of individuals and families as health, nutrition, clothing, and housing are not being met at an adequate level. This tends to perpetrate lack of energy and ambition which can affect goals and values of people, and thereby contributes toward their less effective use of available resources."[6]

The facts of the poverty conditions of many Kentucky families are not new. The Federal Government published extensive reports of the Appalachian conditions and called attention to poverty early in this century. Over a 62-year span, the conditions have remained "discouragingly similar". The present day emphasis differs to that of the first half of the century in that it not only describes problems but proposes specific solutions and funds to do something about them.[1] A vital resource of the Eastern Kentucky area is its people, a people who in 1940 over populated the area with more than three times the population which could be fully employed within the land economy of the area.

Fifteen years later, rapid migration had reduced the people remaining in the area to twice as many persons as could be adequately employed under prevailing conditions.[7]

C. EXTENSION'S RESPONSIBILITY AND RURAL AREAS DEVELOPMENT

In keeping provisions of the United States Department of Agriculture Memorandum, No. 1448, as revised in June,1961, 12 federal agencies in the Department of Agriculture, including Agricultural Extension Service were assigned the responsibility for carrying on a coordinated program of intensive assistance, especially in the rural areas where there was a lag in economic growth and development. This program was designed by the Secretary of Agriculture as the Rural Areas Development (RAD) program.[8]

As the educational arm of the United States Department of. Agriculture, the Cooperative Extension Service was asked to immediately assume severed responsibilities essential to the success of this RAD program, including the provision of organizational and educational leadership to state and local committees already formed or to be established. The specific objectives included the development "of the total resources of a given area to their fullest potential for yielding human satisfactions" to "understand conditions contributing to low income, unemployment and under-employment in rural areas", and to assist in organizing areas and a framework through which local leaders can be trained, plans developed and action programs carried out to solve problems and meet needs.[8]

D. EAST KENTUCKY RESOURCE DEVELOPMENT

In 1960, Kellogg Foundation and the state of Kentucky provided funds to prepare facilities at the University of

Kentucky, Robinson Sub-Station for locating a corp of agriculture specialists, including a "Basics of Living" Home Economics specialist who would cooperate with a total University effort to help develop the full resources this depressed area of Eastern Kentucky has. Since the University of Kentucky has Extension agents in each county, this Eastern Kentucky Resource Development program which encompasses thirty counties is conducted administratively within the administrative and program framework of the Extension Service. Many technical, educational and developmental resources of the University of Kentucky as a Land Grant College and the county Extension agents in the area supplement the efforts of the ten Eastern Kentucky Resource Development specialists in many special projects and educational programs to recognize and alleviate many of the problems of the families in Eastern Kentucky.[4]

E. HOME ECONOMICS EXTENSION SERVICE

Kentucky Home Demonstration Extension agents have been working with low income families since its beginning but have not been as successful in reaching the low income families as they have in reaching the middle class families. The special emphasis now being placed on low income family needs has led Home Economics Extension Service to more clearly define its role and responsibility in relationship to the educational needs of low income families.

Kentucky has 139 county Home Demonstration Extension agent positions, and 16 Home Economics Extension specialists, including the "Basics of Living" specialist in E.K.R.D. and the Consumer Marketing Specialist in Louisville, Kentucky, six district leaders of Home Demonstration Extension agents and a State Home Economics Extension program chairman.[6]

Home Economics Extension personnel are seeking the best practical methods to meet the needs of the families of the state, with special emphasis being given to low income family needs. Many low income families of Kentucky desire a more successful and satisfying life. Many of them have interest but need leadership and often times other forms of assistance in discovering opportunities for advancement. Home Demonstration Extension personnel feel a need for more knowledge and skills in understanding low income families and their needs and directing programs of action to meet those needs.

Cooperation between Extension and other state and federal agencies has increased since the advent of RAD and EKRD, but additional and more concentrated cooperation and training are needed.

F. HOME ECONOMICS EXTENSION TRAINING NEEDS

The majority of Kentucky's Home Demonstration Extension agents realize the importance of working with low income families and of cooperating with other agencies; however, there are several who do not plan special educational services for low income families or do not see a need for cooperating with other agencies. Requests for special training to better prepare Home Demonstration Extension agents to work with low income families have been made by many Home Demonstration Extension agents, particularly by agents in the E.K.R.D. area. The need for such training has been recognized by the Home Extension specialists, district leaders and state program chairman. The content of such a training program has not been decided upon; however, a committee has been appointed at the state level to make plans and recommendations. Miss Agnes Dinsmore, in the role of Resource Development Specialist, has responsibility to provide opportunity for in-service training of staff members to improve competencies in working with people of lower income families. The author of this term problem has been asked by the state program chairman to work with Miss Dinsmore in making recommendations for a training program for Home Demonstration Extension agents who work with low income families.

III. PROBLEMS

A. HOW TO UNDERSTAND THE PROBLEMS AND TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS WHO WORK WITH LOW INCOME FAMILIES

B. HOW TO TRAIN KENTUCKY HOME DEMONSTRATION EXTENSION AGENTS TO BETTER UNDERSTAND:

1. The social, economic and psychological characteristics of low income families and individual differences.
2. The situations, problems and needs of low income families and the communities in which they live, including social class influences on learning.
3. Alternative courses of action to bring about learning and fulfillment of needs.
4. Learning principles and obstacles of learning as they relate to low income families.
5. How to adapt resources, methods and techniques to the learning level of low income families, recognizing individual differences and the many variations of needs.
6. How to integrate into the county plan of work an action program to meet low income family needs.
7. How to maintain and improve constructive cooperative

7. relationships with other groups, agencies and individuals who provide services to low income families.

8. The importance of developing lay leadership to give educational guidance to low income families involving them in action programs to overcome their needs and to raise the family's educational values and standard of living.

9. To evaluate programs and experiences provided for low income families.

IV. OBJECTIVES OF THIS PROJECT:

A. TO ANALYZE AND COMPILE SITUATIONAL FACTS WHICH REVEAL THE NEED FOR HOME DEMONSTRATION EXTENSION AGENTS TO WORK WITH LOW INCOME FAMILIES

B. TO UNDERSTAND THE PROBLEMS AND TRAINING NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS WHO WORK OR WILL BE WORKING WITH LOW INCOME FAMILIES - by preparing questionnaires, collecting and analyzing data which supports or fails to support the following hypotheses:

The Home Demonstration Extension Agents of Kentucky Agriculture, Districts III, V and VI

1. Feel that they have a responsibility to provide educational services which will help low income families meet their needs.

2. Believe that an understanding of the individual, the family and the community assists them in providing the educational guidance which will best enable the individual and the family to meet their needs.

3. Recognize a need for supplementary training and acquisition of knowledge and skills for working with low income families.

4. Feel a need for special training and additional know-

4. ledge in the area of sociology, psychology and anthropology.

5. Who are most experienced in working with low income families do not differ significantly in felt training needs from the agents who are least experienced.

6. Who provide the most educational services and those who provide the least services for low income families do not differ significantly in their opinions regarding the importance which local leaders place upon the Home Demonstration agent providing educational services for low income families.

7. Feel that they know the most important needs of the low income families of the county where they work.

8. Desire a cooperative relationship between Extension and other state and federal agency representatives in initiating interest and involving low income families in planning and carrying out educational programs to meet their needs.

C. INTERVIEW AND DO RESEARCH:

1. Review literature and read books regarding the needs of low income families and programs which have been successful in meeting these needs.

2. Study the United States Department of Agriculture reports of work shops, seminars and other programs and recommendations for reaching low income family needs.

3. To request ideas of low income family needs and training program suggestions from the United States Department of Agriculture program specialists and Extension leaders from other states.

4. To interview specialists, District Extension leaders, and professional people of other colleges of the University of Kentucky in regard to low income family characteristics and needs.

5. Read case studies by Resource Development Specialist.

D. MAKE RECOMMENDATIONS FOR TRAINING TO MEET THE NEEDS OF HOME DEMONSTRATION EXTENSION AGENTS WHO WORK WITH LOW INCOME FAMILIES

V. FINDINGS

The situation as has been stated in this paper reveals the low income need in the state of Kentucky and explains Extension's role and responsibility in working with the deprived families.

The problems and training needs of Home Demonstration Extension agents in approximately one-half of Kentucky's counties have been surveyed by questionnaire in November, 1964, to obtain current information for this term paper, and a special training conference which will be held in the near future. Fifty-three Home Demonstration agents were included in this survey and 48 have completed and returned the questionnaire. The questionnaire was sent to all the Home Demonstration Extension agents in the East Kentucky Resource Development area, which includes 30 counties in the most economically depressed area of Kentucky. The other agents involved in the survey are in the district which joins the Southern counties of this economically depressed area. (A copy of this questionnaire is included in Appendix, pp to .)

A Basics of Living survey was made in October, 1962, by a Basics of Living committee under chairmanship of Miss Agnes

Dinsmore, University of Kentucky's Resource Development Specialist. The purpose of the survey was to determine the basic living needs of a lower educational socio-economic level of living. There were 117 responses from 30 counties in Eastern Kentucky. Of the respondents, 41 were staff members of the Public Health Departments, 27 were vocational Home Economics teachers and 25 were Home Demonstration Extension agents.[7]

Various reports and plans of work from the East Kentucky Resource Development area and the State Extension office reveal current needs in relationship to low income family problems.

These survey results and reports in addition to interviews, correspondence, review of literature and the writer's personal knowledge and experience will be used to support or prove the lack of support of the hypotheses stated in the objectives of this project.

1. The Home Demonstration Extension agents feel that they have a responsibility to provide educational services which will help low income families meet their needs. The response to the November 1964 survey indicates that 85 percent of the Home Demonstration agents who have been working with 100 or more low income families per year and 75 percent of those working with 25 or fewer low income families per year feel that it is "very important" to work with low income families. None of the Home agents objected to working with low income families. Over 50 percent of the agents in the 75 percent group are young agents, many of them, when replying, stated plans for working with low income families when they become better adjusted to the county Extension program and their new role as Home Demonstration Extension agent. In checking the importance which

county persons place on the Home Demonstration agent working with low income families, more agents ranked themselves in the "very important" category than they did any other individual or group. (Appendix, Table 1).

The Home Demonstration agents again expressed their feeling of responsibility when they rated their needs to acquire knowledge and skills to work with low income families. The need to acquire the knowledge and skills to motivate the low income family to want to improve and to understand how to improve was felt as a need by all the agents, with 95.7 percent listing it as being needed "very much", and 4.3 percent as being needed "a little". (Appendix, Table 2).

The feeling of responsibility to work with low income families is also revealed by what the agents are doing. The 1964 survey shows that 38 of the 48 agents responding to the survey have within the past 12 months reached 39,299 different people through 190 meetings or educational methods which resulted in a total of 195,016 educational contacts of low income families by these Home Demonstration agents.

The October 1962 survey which has been described earlier in this paper reveals that 236 Home Economics and family related projects are being worked on and that there are 199 problems needing to be worked on in the 30 Resource Development counties in Eastern Kentucky.

2. The Home Demonstration Extension agents believe that an understanding of the individual, the family and the community assists them in providing the educational guidance, which will best enable the individual and the family to meet their needs. Support for this belief can be found in the Appendix, Table 2.

Home Demonstration agents in the November 1964 survey were asked to what extent they felt certain types of information and training would help them in developing a better understanding of how to work with low income families. Special training to enable the Home Demonstration Extension agents to acquire the knowledge and skills to understand the low income family was felt to be "very important" by 76.6 percent of the agents and "a little" important by the remaining 23.4 percent. Understanding how to motivate the low income family to want to improve and to know how to improve was the training need which the highest number of agents (95.7 percent) ranked to be "very important". The remaining 4.3 percent ranked it in the "a little" important category. Understanding how to gain acceptance by the low income families and understanding how to dress and communicate with them was felt to be "very important" by 60.9 percent of the agents and "a little" important by 36.9 percent. Training in understanding the community was felt to be "very important" by 54.5 percent of the agents while 43.2 percent felt a need for a little training. Analysis of situational data in terms of educational needs of the people was a felt training need of 48.9 percent of the agents, with an equal number feeling a little need for training in this area. (Appendix, Table 2).

Agents were asked to rank certain training needs in the order of priority. The need to acquire the knowledge and skills to understand the community participation pattern of low income families received top priority. Second in importance was the need to understand the low income family's value system. These plus other values ranked in order of importance are in the Appendix, Table 3.

In another area of the survey, the agents ranked the need for training in how to understand the most appropriate responses and and reactions to statements, ideas and actions of low income individuals and families as the "most important" training need in that category. (Appendix, Table 4).

3. Recognition of a need for supplementary training and acquition of knowledge and skills for working with low income families is indicated by the Home Demonstration agents' response to the November 1964 survey.

(a) Forty-eight of the 53 agents completed the questionnaire in full detail and returned it. This indicates to the writer that there is a felt need and an interest in such a training program as the questionnaire suggested.

(b) As further evidence of interest, several agents mailed letters, notes and cards with the returned questionnaire stating their interest in such a program. Some of the agent's comments were: "I really feel that I need some help in working with low income families. I know I am not doing what I should be doing to help them!" "I think it's wonderful that you are working on this low income project. I want to do a lot with this." "We need more training in this field than we'll ever need in clothing construction and making salads." "I feel there is hope for some rewarding experiences." Others commented regarding the desirability and need of training in this area and one agent suggested it be carried out in the very near future.

(c) Another indication that the Home Demonstration agents felt a need for further training is the large numbers - an average of 67.4 percent - who felt that the training in (Appendix, Table 2) was "very much" needed and the fact that an average of 31.3 percent felt they needed a "little" training in contrast to an average of 1,3 percent who felt no training was needed in eight of the different areas. All agents who replied felt that they needed certain types of training "very much" while there were only eight of the training experiences in the questionnaire checked no training needed and only one agent checked "none" in each instance. (See Table 2 in the Appendix).

4. A need for special training and additional knowledge in the area of sociology, psychology and anthropology was indicated by the large percent of agents who checked "very much" need for training in understanding the individual, the family, community and leadership and class structure. (Tables 2, 3, and 4 in the Appendix).

Things which bother Home Demonstration agents who work with low income families as tabulated in Table 5 of the Appendix indicates a need for a better understanding of low income families and why they react as they do. The agents were bothered most by the families' failure to practice what they had been taught. A better understanding of the low income family and how the low social class characteristics differ from the characteristics of the middle socio-economic class, including the difference in learning and acceptance levels, culture and community participation patterns were felt needs.

5. The felt training needs of Home Demonstration Extension agents who are most experienced in working with low income families were compared with those of the least experienced agents

to determine if significant differences existed. (Appendix, Tables 6 and 7). The agents were selected from the November 1964 survey on the basis of (a) whether or not they had in the past or were presently providing educational experiences for low income families, (b) the number of different low income persons they had reached in the past 12 months, and (c) the number of different times these persons had been reached.

The two groups contained 20 agents each. The group of agents which was considered to be the least experienced contained 10 agents who had not provided educational experiences directed specifically to low income audiences and 10 agents who had reached a total of 106 different low income persons through 73 different meetings or educational experiences directed specifically to low income audiences. They had made a total of 907 low income family contacts in providing these educational services. Nine of the 10 agents who had provided no educational experiences were new Home Demonstration Extension agents and several of them commented concerning future plans to reach low income families when they became better adjusted to their new responsibilities. One of these agents had been on a short leave from Extension Service during the past year but had worked with low income families before this leave. The agents considered to be most experienced were the agents who had provided educational experiences to the largest number of low income families during the past 12 months. These 20 agents had reached 38,775 different persons through 83 different meetings or experiences specifically directed to the low income audience. A total of 191,936 contacts were made with low income families through these experiences.

The Chi square test of significance was applied to the data in (Appendix, Tables 6 and 7). The Yates' correction for continuity was applied to the Chi square formula in calculating the test of significance in Table 7, due to the small numbers in certain categories. The null hypothesis has to be accepted because there was no difference at the .05 level of significance between Home Demonstration Extension agents who are most experienced and those who are least experienced in working with low income families. This similarity in the felt need for training by both groups is probably due to the inexperienced agents lack of training to work with low income families, and the tendency on the part of the more experienced agent to realize greater training needs, as they experience the complexities of low income problems. A realization of insufficient training in the Behavioral Science areas is indicated by the training needs which agents feel to be most important. (Appendix, Tables 2 - 5). The need to develop a better understanding of such things as individual and family behavior, values, culture, class, and community may be more forcefully realized after an agent realizes for herself that the low social class does not respond and accept responsibilities as does the middle and upper classes. When individuals fail to conform to the expected pattern, there is concern on the part of those who are interested in these individuals and a desire to understand the reason for this lack of conformity. The Home Demonstration Extension agent should recognize individual differences and individual needs of the low income families or low social class. She should also know the characteristics of the different social classes and recognize and understand ways in which the low social class differs from the middle social classes.

Some of the general characteristics of the low social class which one may expect to observe in the average Eastern Kentucky community were compiled by the writer following a survey of 124 different Eastern Kentucky low income families conducted by the University of Kentucky Rural Sociology Department in the spring of 1964. The study of the data collected reveals the following:

LOW SOCIAL CLASS

1. Do not attend or participate in school and community activities.

2. The majority do not attend and participate in church activities.

3. Live in small houses which are in need of repair and have very limited plumbing or none at all.

4. Own old model cars or none at all.

5. Over 50 percent live in Isolated conditions in rural areas on poor roads or in the poor sections of towns or urban areas.

6. Unemployed, on welfare or in skilled or unskilled jobs with uncertainty and insecurity in relationship to tenure. The largest percent owe money.

7. Do not subscribe to papers, magazines, buy books or have encyclopedias or educational books or records in the home.

8. Many have fewer than two changes of clothing per family member and most of the men and older boys do not have a good suit. (Over 78 percent did not have a good suit in the Eastern Kentucky study and almost half of the women and older girls did not have two good Sunday dresses).

9. Education at the elementary level or lower.

10. The children participate in few organizations and extra cirricular school activities and the absentee and drop-out record is high.

> 11. The family is undernourished. The Eastern Kentucky survey shows that their diets are most deficient in fruits and vegetables and milk and milk products. They averaged about half the servings recommended in the Basic Four-Food group, and two-thirds the recommended servings in the bread and cereal group. Their diets contained more than the recommended amounts in the meat and meat substitute group; however, dried beans, and eggs accounted for over two-thirds of their servings in this group.

6. Agents who provide the most educational services and those who provide the least services for low income families do not differ significantly in their opinions regarding the importance which local leaders place upon the Home Demonstration Extension agent's providing educational services for low income families. (Appendix, Table 1). Both groups ranked the Home Demonstration agent "very important". More Home agents ranked the Home agent in this category than they did any individual or group. The greatest difference in opinion regarded the importance which the county agent attached to working with low income families. The most experienced agents ranked him sixth while the new agents ranked him second. It is possible that these Home agents are using their own low income educational activities as a measure and that those who work most with low income families expect the county agent to be equally effective, and if he is less effective, this is interpreted as lack of interest. Likewise, those who work less with low income families expect less of the county agent and are not as observant of his interest in this area. The only leaders checked by any agent as objecting to the Home Demonstration agent's work with low income families were the leaders of the organized Homemaker Clubs. The writer feels that this is a lack of understanding on the part of the Homemakers and indicates the need for educating the Homemakers in relationship to the low income situation in the county and

Extension's role and responsibility to provide educational services to all the people of the county.

7. The Home Demonstration Extension agents' relies to the two surveys referred to in this study as well as other reports indicate that they feel that they know the most important needs of the low income families of the county where they work. The following low income family needs were listed by the Home Demonstration agents who participated in the November 1964 survey:

THE MOST IMPORTANT NEEDS OF LOW INCOME FAMILIES AS DEFINED BY KENTUCKY HOME DEMONSTRATION EXTENSION AGENTS
(Ranked in order of Importance)

Need	Rating According To Points
1. Management	
a. General (a specific area not specified)	93
b. Effort and Energy	28
c. Home Management, Housekeeping and Cleanliness	24
d. Time Management	19
TOTAL POINTS	213
2. Development of Awareness of Need	
a. Motivation and Desire to Help Self	127
b. Feeling of Self-Confidence, Self-Respect and Importance	43
TOTAL POINTS	170
3. Food and Nutrition and U.S.D.A. Surplus Foods	155
Home Food Production	11
TOTAL POINTS	166
4. Clothing - Renovation and construction	88
Grooming	19
TOTAL POINTS	107
5. Housing	5
6. Sanitation and Cleanliness	67
7. Education, trade, skill	60
8. Health and Nursing	48
9. Home Furnishings	22

	Need	Rating According To Points
10.	To participate in Organizations, Recreation, Social Gatherings	22
11.	Understand Where to go for Needed Services, Help and Guidance	14
12.	Family Relations	112
13.	Birth Control	13
14.	Spiritual Values	14

The Home Demonstration Extension agents' opinion concerning low income family needs may be compared to the low income mothers' opinion regarding her family's need. The writer analyzed data collected in the spring of 1964 from 324 low income families in seven Eastern Kentucky families. The University of Kentucky Sociology Department in Cooperation with the Department of Health, Education and Welfare conducted this study.

The low income family needs were recognized by the homemaker or mother of the family in relationship to what she would buy if certain amounts of money were available.

If $2,000 were suddenly received by the family, the homemaker or mother would spend it as follows: (These items are listed according to their order of importance, the item listed by most homemakers being listed first).

1. Clothing
2. Household goods
3. Something for the children
4. Buy a house or land
5. Repair or improve the house or farm
6. Food
7. Pay debts
8. Other
9. Education
10. Save money or invest
11. Medical

If a little more money were available for family spending, the homemaker would spend it as follows: (These items are listed in rank order, the items lited by the majority of the homemakers being listed first).

1. Food
2. Clothing
3. Furniture
4. Something for the children
5. Repair or renovate the house
6. Other
7. Medicine
8. Auto payment
9.

The Home Demonstration Extension agents felt that improved management of the resources which the families presently have and better management of their time and effort would contribute most to the progress and comfort of these low income families. Secondly, they listed a better insight into needs. They felt that the low income families needed the desire to do something to improve, reinforced with faith and determination to raise themselves from their present state.

The most important basics of living needs recognized by Home Demonstration Extension agents were (1) the need for a balanced diet and education in the area of food and nutrition, followed by (2) more adequate clothing and the education of the homemaker in the area of construction and renovation techniques as well as grooming, cleanliness and a good personal appearance, and (3) improved housing ranked next, followed by education, health and furnishings.

A number of the Home Demonstration Extension agents felt that low income families could improve their present situation by participation in community and social gatherings and recreational programs.

The homemaker thought of her family needs in relationship to material things she had been accustomed to buying with money.

The data indicated that the families fell well below the minimum basics of living standard which was set in connection with the study and that a dire need existed in the areas of food, clothing and housing with the area of greatest need being that of nutrition, followed by clothing and housing. The Home Demonstration Extension agents recognized these three needs in this order of importance, but they were needs numbered three, four and five on the Home agents list.

The homemakers more accurately recognized these basic needs as being the families' most important needs when she thought in terms of spending "a little more" money than she did when the larger amount of money was involved. Possibly the homemaker can best plan in relationship to the amount of money she has had the most experience in spending.

This comparison indicates that the Home Demonstration Extension agents recognize a good many of the basic needs of homemakers but they and the homemakers do not place the same values on these needs. They rank them in a different order of priority. This indicates a need for the Home Demonstration agent to develop a better understanding of the homemaker and her value system and interests.

Basic needs as referred to above are needs at the self maintenance level and are based on a derived standard of self-maintenance. The basics of living need is that which is required to meet the self maintenance level of the minimum standard which every family is expected to maintain.

A dire need exists in the area where the standard is not met. The United States Departmnet of Agriculture Basic Four Food pattern was accepted in the Eastern Kentucky study as the minimum standard. The minimum standard in clothing is that each family member have a good pair of shoes, a warm coat or jacket, two changes of work clothes for all males above sixteen years of age, two changes of everyday dresses for all females above sixteen years of age and two changes of play or school clothes for all children above two years of age.

8. Home Demonstration Extension agents desire a cooperative relationship between Extension and other state and federal agency representatives in initiating interest and involving low income families in planning and carrying out educational programs to meet their needs. The November 1964 survey revealed that: If a work shop were held for Home Demonstration Extension agents to receive training in working with low income families, the Home Demonstration agents feel that representatives from other agencies in their county should be invited to attend. The following agencies were mentioned the number of times specified below:

Name of Agency or Group	Number of Times Mentioned
1. Public Assistance, Welfare, Child Welfare or Economic Security	45
2. Health Department, Nurse or Area Nutritionist	36
3. School Board personnel, Home Economics teacher	18
4. Commodity Food Agency	9
5. Woman's Club, Garden Club, Church or B.P.W.	8
6. County Extension Councils, Homemakers, 4-H leaders	6
7. County Government, Judge or Magistrate	5
8. Farm Home Administration	4
9. Social Security	3

Name of Agency or Group	Number of Times Mentioned
10. American Red Cross	2
11. Kentucky Utilities Home Economist	2
12. Community Development Representative	1

The October 1962 survey conducted by Miss Agnes Dinsmore and explained earlier in this paper also indicates a stong interest in agency cooperation and gives evidence of the existence of organized agency groups and cooperative agency activities, as well as a desire for increased cooperation. A copy of the results of Miss dinsmore's "Basics of Living Survey" findings in regard to agency and organization cooperation is as follows:

BASICS OF LIVING SURVEY

Your assistance is desired by the Basics of Living Advisory Committee* under the sponsor ship of the Eastern Kentucky Resource Development Project of the University of Kentucky in order to determine:

1. Available professional resources concerned with basic living needs of families of a lower educational socio-economic level of living.
2. Major problems of such families.
3. Interest for cooperative consideration and efforts in relation to family living problems.

I. A. Federal, State, County Agencies	Check the agencies operating in your county or area	with which you have worked	with which you would like to work
County Court	112	77	12
Cooperative Extension Service	94	73	18
Dept. of Education	111	98	16
Dept. of Health	102	85	18
Farmers Home Administration	59	22	27
Federal Housing Administration	30	14	29
Ky. Dept. of Agr.(donated Foods)	102	72	23
Ky. Dept. of Commerce(Econ. Dev. Dept.	39	22	14
Ky. Dept. of Economic Security Public Assistance	103	73	21
Social Security	98	62	22
Veterans Administration	70	42	10
Others	32	30	10
B. Volunteer or private agencies, organizations and institutions (Missions, churches, Red Cross, Save the children Federation, etc.)			
Religious	57	45	7
Civic and Private Clubs	53	39	5
Professional Organization	17	14	3
Voluntary Assoc.	79	57	11
Youth groups	14	9	3
School organization	11	6	2
Government	9	8	1
Other	7	5	1

* Heads and representatives of State Department of Health; State Vocational Home Economics Department; Department of Economic Security; Harlan Miner's Hospital, Berea College; School of Home Economics, College of Education, Medical Center, Department of Rural Sociology, Cooperative Extension Service and Eastern Kentucky Resource Development Project of the University of Kentucky.

Basics of Living Survey
Eastern Kentucky Resource Development Project
Cooperative Extension Service
University of Kentucky
April - 1963

The objectives regarding interviews and research have been met as follows;

1. Many references have been read pertaining to needs and learning. The indexes to Master and Doctoral theses have been

reviewed and encyclopedias of research studied. Available adult education research has been reviewed. Many references in sociology and anthropology have been studied. The writer is enrolled in a Community Analysis course in Rural Sociology which has required excellent reference readings in developing a better understanding of culture, social class and community analysis.

2. United States Department of Agriculture reports, work shops, regional seminars and special reports have been studied in relationship to low income family needs.

3. Dr. Irene Beavers, program leader, Home Economics, United States Department of Agriculture, Federal Extension Service, Washington, D.C., was very helpful to mail the writer a copy of her program objectives and a number of low income family program helps including a list of Extension Adminstrators in other states who had offered low income family training experience for Home Demonstration agents. Four of these administrators responded with copies of training materials used in their state. Those responding were Miss Helen[1] Hostein, District Home Demonstration Agent, University of Florida; Mrs. Doris Steele, Home Demonstration Leader, University of Vermont; Mrs. Florence Low, Assistant Director for Home Economics, Texas A & M University; and Dr. Betty Brennan, Specialist, Field Studies and Training, Oklahoma State University. Dr. Viola Hansen, State Leader of Home Demonstration Extension programs in Kentucky, Dr. Anna Gorman, Associate Professor, College of Education, Home Economics Education of the University of Kentucky, Miss Agnes Dinsmore, University of Kentucky, Extension,Resource Development Specialist, Dr. Cyrus Johnson, Sociology, University of Kentucky, Dr. Mauan Pearsell, Behavioral Science, University of Kentucky Medical Center, Mr. Charlie Dixen, Resource Development

University of Kentucky, and District and State Extension Administrators, Home Economics Specialists at the University of Kentucky and 48 Kentucky Home Demonstration Extension agents have been very helpful in contributing to the writer's research information in connection with this problem. Reports and plans of work from the Eastern Kentucky Resource Kevelopment area were also reviewed.

4. Case studies have been reviewed. Miss Agnes Dinsmore made some of her recent case studies available to the writer. A detailed study of a young Knott County family reveals many interesting characteristics, attitudes and traits of the family and reveals some very definite problems and needs. A number of Agriculture Experiment Station Bulletins concerned with various Kentucky studies have been reviewed including, The Farm Family in a Kentucky Mountain Neighborhood by Jim Brown, Rural Sociologist, University of Kentucky, Bulletin 587, August 1952.

VI. RECOMMENDATIONS - A SUGGESTED TRAINING PROGRAM FOR HOME DEMONSTRATION EXTENSION AGENTS

There is a need for supplementary training to meet the needs of Kentucky Home Demonstration Extension agents who work with low income families. The situation, needs and problems which were revealed through the research in connection with this term problem indicate the following type of training program to be advisable.

This training is recommended with the assumption that all Home Demonstration agents involved have adequate background and training to accept and adept these learning experiences as supplementary training.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS OR RESULT
Kentucky Home Demonstration Extension Agents who work with or should be working with low income families to better understand: 1. Extension's role and the Home Demonstration agent's responsibility in providing Educational Services for low income families.	1. Review and explain Extension memorandums and recent federal acts related to educational provisions for low income families. Include such acts as The Vocational Education Act of 1963, the Economic Opportunities Act of 1964 and the present Appalachian or Poverty Program provisions and actions. Explain the implications of these programs to Extension Service. By: The Dean of the College of Agriculture and Home Economics, the Associate Director of Extension or the training officer of Extension Personnel, or - A panel discussion involving the above persons and the Program Chairman of Home Economics Extension Programs would be most desirable. Persons who have participated in the federal programs may be present to explain their participation and give actual examples of the program in action. The agents to be given directions to write their questions as they occur during the discussion and submit them to the panel following the panel presentation.	1. Home Demonstration Extension agents to better understand Extension's role and responsibility in relation to working with low income families, and educational opportunities due to federal programs and acts and inter-agency cooperation opportunity provided by these programs
2. How to identify the low income audiences to whom Cooperative Extension has a responsibility. (To know "Who" they are and "Where" they live.	2. A review of the different low income audiences such as: (a) The youn families with capacity and willingness to learn and become useful, contributing citizens, who have a desire to reach and maintain a higher level of living. (b) The middle age unemployed who need to be re-trained and who want to be employed. (c) Families who are disabled and do not have health or ambition to become self-supporting. (d) The senior-citizens who need to be involved in suit-	2. Home Agents to better recognize individual differences and needs and the importance of directing educational services to meet the needs and interests of specific audiences

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS OR RESULT
	2. (d) able activities to meet their needs. (e) The young unmarried and school drop-outs, who want a job but lack the necessary education and training. (f) The families, young and old, who are employed or have part-time employment, but live at a minimum level of economy. (g) The families with working mothers and small children. (By: The Home Economics Program Leader of Federal Extension Service, Washington, D.C. United States Department of Agriculture, or a federal, state or district representative of another agency or a panel composed of representatives of several different agency representatives. This panel could include representatives of county workers who had recognized and worked with different low income audiences in effective ways and possibly members of the Quicksand East Kentucky Resource development staff or specialist in addition to certain district, state or federal personnel.	
3. The social, environmental, economic and psychological characteristics of families with limited economic opportunities.	3. This part of the work shop to be planned in much detail to include the areas of need related to understanding the individual, the family and the community. The home agents involved in the November 1964 survey felt this need to be their most important training need. (See Tables 2,3 and 4 in the Appendix of this paper). The persons who are involved in this portion of the program should be professional persons who are known to be very capable in the areas of sociology, anthropology and possibly psychology.	3. The agents to acquire the knowledge and skills to: (a) Understand the low income family, their values, resources culture, standards of living, habits, abilities and concerns. (b) Understand the difference between and characteristics of the different social classes and the effects which this has upon

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS OR RESULTS
	3. These program participants should be led to thoroughly understand the objectives of this training program and the type of practical applicable information and training which the agents need. The types of psychological and community understanding revealed in the Findings area of this paper in support of number 2 hypothesis, page 14, describes the type of training desired by the Home Agents.	3. (b) learning and behavior. (c) Understand the implications which the social and psychological characteristics of the low income family has upon Extension's educational program. (d) Understand how to gain acceptance by the low income family, undertand their educational interests and needs and how to motivate them to want to improve. (e) Understand how to analyze the community, define the leadership and power structure and to interpret situational factors and data in terms of educational needs.
4. Low income family problems and opportunities as viewed by authorities in the field.	4. Define the basic problems which cause the poverty conditions. Possibilities and opportunities for rising above the role and possible contributions to alleviating these problems to be discussed The definition of underlying, basic problems as they relate to observed needs to be considered. Lead the Home Agents to understand that their concept of the family's need and the family's concept may differ yet neither may have identified the real need or the underlying cause of the needs which were identified.	4. Home Agents to be able to better identify and understand the problems which cause poverty and to understand how to contribute in the most effective manner to erase rather than to only temporarily relieve the condition.

By: Rural Sociologist, who has worked closely with the Appalachian Program or a state or federal employee who has devoted much study to this problem and has had experience in this area.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS AND RESULT
5. How to arrive at program objectives and goals based on family and community situations, problems and needs. How to provide for evaluation when stating objectives and goals. To receive experiencein analyzing data, arriving at needs and putting into practive the principles of psychology taught as this conference.	5. An Introduction to a Workshop Session The conference presentations will be reviewed *(the footnote following this statement of action suggests listening groups) as they apply to: (a) Identification of special audiences. (b) Developing an understanding of these audiences and the communities in which they live. (c) Understanding class and low income family characteristics and how these apply to program planning and execution. (d) The problem solving method of planning to be reviewed, as it relates to defining the situational facts identifying the problems which the situational facts imply and stating objectives to solve these problems. (e) Criteria for stating educational objectives to be reviewed and illustrated. (f) Instructions on how to build evaluation into the planning as objectives and goals are being stated. (g) A discussion of the Extension Agents' objectives versus the low income family's objectives. This to be based on past discussions of the week, especially on the views of the speaker(s) in carrying out workshop objective number 4, regarding the low income family's basic problems.	5. The Home Demonstration Agent to understand how to analyze data and interpret the needs of specific low income audiences and how to build in provisions for evaluation. How to organize these facts, problems and objectives in problems and objectives in problem solving order.

PROCEDURE:

While at this conference each agent will develop or assist in developing a plan for working with some special low income audiences in her county. If preferred, two or more agents may work together using one of their county situations.

During the first workshop planning session, following workshop objectives No. 5, the Home Demonstration Agents should begin developing plans for working with the special low-income audience by:

1. Identifying the low income audience and describing the type of audience (according to types of audience as discussed in workshop objective No. 2).

2. Compile the community and other situational information which reveals the problems of this audience.

3. State the problems and objectives necessary to overcome the problems.

Preceding this conference, a committee will plan the workshop assignments and make arrangements for the necessary references, data and factual information. The agents should bring needed county factual information such as census data, and annual county plans of work. This assignment should be a practical one, putting into application the important principles being taught at the conference and should be one which the Home Agent finds useful upon returning to her county.

*LISTENING GROUPS

Listening groups may be designated at the beginning of the conference. These groups will each listen for different types of specific information during the conference presentations. They will be responsible for the group reviews and discussions preceding each workshop session. For example, the group which listened for information related to the assignment of a specific workshop session will present "what they heard" as an introduction to that workshop session. They will interpret this information as it relates to Extension and will guide the Home Agents in discussing the value and use of this information as it pertains to their work with low income families. These listening groups may each contain both experienced and inexperienced Home Demonstration Agents and possibly a district person and/or specialist.

REPORTING

The result of the planning should be reported to the over-all group in attendance at the workshop. Reports should be made following each planning session of the workshop. The reports may be made by agents or planning groups chosen at random if time does not permit a report from every one.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS AND RESULT
6. How to improve cooperation with other agencies and groups who are interested in low income family needs and have services to offer them.	6. Discuss the importance of Extension and other agencies and groups concerned with low income families becoming more familiar with each agency's program. Review the objectives of the Agency programs and determine how cooperation can be improved among agencies interested in low income family needs. Representatives of agencies and groups working with low income families may appear on the program and cite examples to cllustrate the importance of agency cooperation and outline areas where this cooperation should function.	6. Home Demonstration agents to better understand other agencies and groups who work with low income families and to promote cooperative efforts when working in the same or related areas of work.
7. How to organize or set up a program for special low income audiences, including making personal contacts arrangment, planning program content, motivation techniques and evaluation.	7. Learning experiences during this part of the program to include: (a) Initiation of the program to meet low income family needs, through the County Extension Council and the County Homemakers Council. (b) Early involvement of representatives of agencies and groups and representatives of the audience to be reached. (c) Mechanical arrangements. (d) Establishing rapport. (e) Deciding upon program content and presentation. (f) Techniques to be remembered in relationship to holding the interest of low income families and leading them to recognize their most important needs. (g) The importance of evaluation and how to involve the audience in the evaluation process and in setting new objectives based on interest and insight gained through this evaluation experience. Re-emphasis on objectives and goals. (h) Communications and cooperation between Extension and	7. Home Demonstration agents to understand how to set-up, carry-out and evaluate effective educational programs to reach the low income audience. How to obtain and maintain good public and inter-agency relationships and keep an informed public.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS AND RESULTS
	8.(h) other agencies, groups and community residents in regard to educational experiences being provided for low income families. By: The Extension Training Officer and possibly a Home Economics Specialist, District Leader or combination of all.	
8. Learning principles and obstacles to learningas they apply to the low income family. Adapting materials, teaching techniques and learning experiences to the low income families learning and interest level.	8. Teach principles of learning as they apply to Extension Service and the low income family. Include the low income families obstacles to learning. This would include such things as social conditions, biological changes, and communication difficulties between the Extension agent and the individual. Such factors as the individual's health, education, age, past experience in failure and cultural and environmental conditions would be considered. Examples explanations and discussions of how the learning principles and obstacles shoud influence the adaptation of materials, teaching techniques and learning experiences to the low income families' learning and interest levels. This may include involvement of representatives of low income families in planning the learning experiences, preceding the preparation of materials to be presented to the low income audience. Examples of adaptations which can be made in specific subject matter information including content in relationship to their resources, as well as reading level and presentation methods. By: An effective program participant from the College of Education, Home Economics Specialist in subject matter, or East Kentucky Resource Development Specialist, Federal Extension Service Program Leader, or others. Visual Aids could be effectively used.	8. Home agents to understand learning principles as they apply to low income families and be better prepared to avoid certain obstacles and to understand the reasons for the lack of acceptance or the slowness of acceptance of improved practices. To be better able to prepare effective educational information for low income families.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS OR RESULTS
9. The importance of leadership development.	9. Discuss methods of obtaining leadership for an effective low income program including present leaders, new leaders and leaders from the low income group. Discuss the number of leaders desired and how they can help the Home Demonstration Agent.	9. The Home Demonstration Agents to better understand how to involve leaders in working with low income families, where to find leaders and how to train them.
10. How to apply organizational leadership and learning principles to low income programming.	10. WORKSHOP SESSION The listening groups to review learnings in connection with workshop objective 6,7,8 and 9, and relate these learnings to Home Economics program needs of low income families. The agents to continue developing the plan which they started following discussion in objective No. 5. At this time they will add to their plan the organization and planning for the action phase of their program, plans for needed leadership development and involvement, adapting teaching techniques and materials to the interest and learning level of the audience and how cooperation with other agencies will be woven throughout this process. consideration is to be given to the evaluation methods to be used in relationship to this plan.	10. Home agents to understand how to organize and make proper arrangments for working with low income families. To understand teaching on their level, developing needed leadership and cooperation with other agencies throughout the program.
11. Develop an awareness of the need to make the low income family program a part of the county plan of work	11. Emphasis placed on the importance of the low income phase of the county program. Plans presented for incorporation of it into the county plan of work and allocating sufficient time in the schedule for carrying out the program plans. If time is a problem, the idea of leadership development may be stressed from the standpoint of permitting the Home Agent to work with multiple groups.	11. Home agents to accept the low income educational program as an important part of the county plan of work and to schedule sufficient time to meet the objectives of the program.

By: The State Program Chairman of Home Economics Extension Service or by a District Leader.

OBJECTIVES	ACTIONS AND PERSONS RESPONSIBLE	GOALS AND RESULTS
12. How the learnings of this workshop are to be used and further developed at the local level. To recognize additional training needs and follow up training.	WORKSHOP SESSION The listening group to lead a discussion on applying learnings of this workshop to the local situation. (The counties where the Home agents work.) Discuss additional training needs and follow-up training in relationship to learnings of this conference as many of the things discussed in this conference cannot be realistically applied until the agents return to the county situation. The Home agents are to complete the plans which they started in objective No. 5, by deciding how it can be incorporated into the county plan of work and into the time schedule. Agents to make a follow up plan of how they will put the learnings of this conference into practice when they return to the county: (a) How the plan developed at the workshop will be used. (b) Low income groups which they think they will reach. (c) How they will go about developing a better understanding of the communities where the families live. (d) Methods to be used to develop a better psychological understanding of the families and their culture and problems. (e) Plans for cooperative action programs with other agencies and groups. (f) Additional training needed, including follow-up, and who needs to give the training. (District Leaders, Rural Sociologist, Specialists or others.) (g) What, if any, follow-up meetings should be planned for group training or reporting at the District level.	12. Home agents able to return to counties and put into practice the learnings of this conference and to recognize and make provisions for additional training needs.

SUGGESTIONS -

1. A minimum of five days would be necessary for the suggested workshop for training the Home Demonstration Extension agents in developing the knowledge and skills needed to assist in providing educational services to meet the needs of low income families. The writer believes that follow-up training and conferences at the county and district levels would strengthen this training, and should be held within a few weeks after the workshop.

2. The majority of the Home Demonstration Extension agents replying to the November 1964 questionnaire, felt a need for a joint training experience of Home Demonstration Extension agents and the other agency representatives, who work with low income families of their area.

The writer feels that the workshop suggested in this paper would be of greater value if planned in cooperation with other agencies. State, district and county personnel of all agencies involved would share planning and program responsibilities and cooperate in conducting and participating in the workshop as well as the follow-up activities.

3. If any Home Demonstration Extension agents lack motivation to work with low income families, the writer believes that the suggested workshop would supply such motivation. She believes that agents must have sufficient confidence in their ability to feel that they will be successful before they are enthusiastic about initiating new experiences. She feels that increased interest in the low income family and in their problems will be gained through understanding, knowledge and involvement. The experiences received through the suggested

workshop and follow-up should result in developing sufficient interest and confidence to motivate agents to want to better understand and reach low income families with educational services.

4. Prior to attending this workshop, the Home Demonstration agents should be encouraged to submit their problems and needs in relationship to working with low income families. These problems and needs should influence the program content of the workshop.

5. The writer suggests that the Home Demonstration agents be requested to do some reference reading regarding low income family needs before attending the workshop.

Miss Agnes Dinsmore, Resource Development Specialist, has excellent bibliographies of recommended materials. A selected reading list should be mailed to each agent several weeks prior to the workshop.

VII. CONCLUSIONS

The cooperative Extension service has a responsibility to help the low income families of Kentucky to help themselves. The Home Demonstration Extension agents of Kentucky have an obligation to assist the low income families to acquire educational experiences in that area of Home Economics and Family Life, to meet the needs, interests and abilities of the learner and her family. Home Demonstration Educational programs of the past have been geared to middle class values, abilities, needs and interests. The average Home Economics major has received very little of any training during her under graduate college career in the area of educational needs of the low income family. The Home Demonstration agents in this survey feel a need for such training, especially in relationship to understanding the social and psychological characteristics of the family. They feel that the homemaker in the low socio-economic classes have needs for different types and levels of training than do the homemakers in the middle socio-economic classes. The Home Demonstration agents are interested in motivating the low income families to attain and maintain an adequate standard of living. The suggested training outline which is a part of this term paper has been prepared to give guidance in developing a training program to meet the needs of Home Demonstration Extension agents who work with low income families.

APPENDIX

TABLE I

THE HOME DEMONSTRATION EXTENSION AGENT'S OPINION OF THE IMPORTANCE WHICH OTHERS PLACE ON THE HOME DEMONSTRATION AGENT WORKING WITH LOW INCOME FAMILIES

OTHERS ORGANIZATIONS AGENCIES INDIVIDUALS	Agents who work with fewest families - 25 or less per 12 months							Agents who work with most families - 100 or more per 12 months						
		Very Imp.		Do Not Object		Do Object			Very Imp.		Do Not Object		Do Object	
	RANK	No.	per-cent	No.	per-cent	No.	per-cent	RANK	No.	per-cent	No.	per-cent	No.	per-cent
1. The Home Demonstration Extension Agent	1st	15	75	5	25	0	0	1st	17	85	3	15	0	0
2. The County Agent	2nd	11	55	9	45	0	0	6th	9	53	8	47	0	0
3. Lay Leaders of the County especially homemakers	3rd	10	50	9	45	1	5	3rd	8	40	11	55	1	5
4. The Homemakers Council	4th	10	50	9	45	1	5	4th	7	35	11	55	2	10
5. Other Agencies as Public Health, Public Assistance or Welfare	5th	10	53	9	47	0	0	2nd	9	45	11	55	0	0
6. The County Extension Council	6th	5	25	15	75	0	0	5th	6	32	13	68	0	0
7. The 4-H Council	7th	5	28	13	72	0	0	9th	6	35	11	65	0	0
8. The County School Superintendent	8th	3	16	16	84	0	0	8th	7	39	11	61	0	0
9. The County Judge	9th	2	10	17	90	0	0	7th	7	39	11	61	0	0
TOTAL		71		103		2			76		90		3	

TABLE 2

SPECIAL TRAINING
WHICH KENTUCKY HOME
EXTENSION AGENTS FEEL THEY
NEED FOR WORKING WITH LOW INCOME FAMILIES

TRAINING NEEDS	Very Much		A Little		None	
	No.	per-cent	No.	per-cent	No.	per-cent
To acquire Knowledge and Skills To:						
1. Motivate the low income family to want to improve and to understand how to improve	45	95.7	2	4.3	0	0
2. Understand how to capture the interest of the low income people and eventually direct their interest and action to solving their real needs and problems	41	87.2	5	10.6	1	2.2
3. Help low income families or individuals to recognize their needs	40	85.1	7	14.9	0	0
4. Involve leaders or representatives of the low income groups in planning to meet their needs.	39	83.0	8	17.0	0	0
5. Understand the low income family, values, resources, standard of living, habits, abilities and concerns	36	76.6	11	23.4	0	0
6. Teach low income families on their interest, income and learning level (methods, subject matter, tools)	34	72.3	13	27.7	0	0
7. Train leaders to assume and carry out responsible roles in educational programs for low income families.	30	63.8	17	36.2	0	0
8. Determine the factors which cause success or failure to reach goals as planned	30	65.2	15	32.6	1	2.2
9. Gain acceptance by the low income familes of the community and understand the most appriate subjects of conversation manner of dress and responses to their ideas and actions	28	60.9	17	36.9	1	2.2

TABLE 2

(Continued)

TRAINING NEEDS	Very Much		A Little		None	
	No.	per-cent	No.	per-cent	No.	per-cent
10. Obtain and/or maintain the co-operation of agencies and organizations responsible for working with low income families.	25	53.2	21	44.6	1	2.2
11. Recognize signs which indicate the highest interest of the people	23	48.9	23	48.9	1	2.2
12. Analyze situational data in terms of the terms of the educational needs of the people	23	48.9	23	48.9	1	2.2
13. Utilize present leaders and recruit additional leaders needed	23	48.9	23	48.9	1	2.2
14. Understand the community in which the low income family lives	24	54.5	19	43.2	1	2.3

TABLE 3

UNDERSTANDING WHAT KENTUCKY HOME DEMONSTRATION EXTENSION AGENTS FEEL THEY NEED WHEN WORKING WITH LOW INCOME FAMILIES

RANKED IN ORDER OF IMPORTANCE BEGINNING WITH THE MOST IMPORTANT

TRAINING NEEDS	Average Points on a Three Column Category
HOME DEMONSTRATION EXTENSION AGENTS TO ACQUIRE KNOWLEDGE AND SKILLS TO: UNDERSTAND:	
1. The community participation pattern of low income families	35.50
2. The low income family's value system	33.75
3. The leadership of the community in which the low income family lives	31.25
4. The low income family's resources and standard of living	30.50
5. The low income family's habits and abilities	30.25
6. The concerns and worries of the low income family	30.25
7. 7. Understand the community in which the low income family lives in relationship to the income level and source of income	25.75
8. The community in which the low income family lives in relationship to the organizations and social groups	22.00

TABLE 4

TECHNIQUES AND METHODS WHICH KENTUCKY HOME DEMONSTRATION EXTENSION AGENTS FEEL THEY NEED TO LEARN WHEN WORKING WITH LOW INCOME FAMILIES RANKED IN ORDER OF IMPORTANCE BEGINNING WITH THE MOST IMPORTANT

TRAINING NEEDS	Average Points on a Three Column Category
HOME DEMONSTRATION EXTENSION AGENTS TO ACQUIRE KNOWLEDGE AND SKILLS TO:	
1. Understand the most appropriate responses and reactions to statements, ideas and actions of low income individuals and families	39.30
2. Teaching methods to teach low income families on their interest, income and learning level	36.00
3. Understand the most appropriate subjects of conversation	28.30
4. Subject matter to teach low income families on their interest, income and learning level	24.30
5. Equipment and tools to teach low income families on their interest, income and learning level	23.30
6. Understand the most appropriate manner of dress when working with low income families	17.00

TABLE 5

THINGS WHICH
BOTHER KENTUCKY
HOME DEMONSTRATION
EXTENSION AGENTS WHO
WORK WITH LOW INCOME FAMILIES

ITEMS	Very much		A Little		None	
	No.	per-cent	No.	per-cent	No.	per-cent
1. If the low income families do not return for a second meeting	22	46.8	23	48.9	2	4.3
2. If they openly show disapproval or non-acceptance of the Home agents' ideas or educational information.	21	44.7	23	48.9	3	6.4
3. If they do not practice what the Home Demonstration agent taught them	14	29.8	29	61.7	4	8.5
4. If the Home Demonstration agent has difficulty recognizing the desirable qualities of low income persons or families	19	40.4	18	38.3	10	21.3
5. If the Home Demonstration agent spends more time and effort and reaches fewer people than she expected to reach	8	17.0	32	68.1	7	14.9
6. If the Home Demonstration agent has difficulty in feeling a personal interest in the individual	15	31.9	15	31.9	7	36.2
7. If the low income families or individuals show little or no appreciation for the Home Demonstration agent's efforts	9	19.2	27	57.4	11	23.4
8. If the Home Demonstration agent has a feeling of discomfort or is "ill at ease" to the extent that she does not feel like being as friendly as she is normally	4	8.5	24	51.1	19	40.4

TABLE 6

SPECIAL
TRAINING NEEDS
OF KENTUCKY HOME
DEMONSTRATION EXTENSION AGENTS

THE NEEDS WERE RATED IN THE FOLLOWING ORDER BY THE AGENTS

TRAINING NEEDS	Agents who worked with 25 or fewer people within past 12 months							Agents who worked with 100 or more people within past 12 months						
		Very Much		A Little		None			Very Much		A Little		None	
	Rank	No.	percent	No.	percent	No.	percent	Rank	No.	percent	No.	percent	No.	pe ce
HOME DEMONSTRATION EXTENSION AGENTS TO ACQUIRE THE KNOWLEDGE AND SKILLS TO:														
1. Motivate the low income family to want to improve and to understand how to improve.	1st	20	100	0	0	0	0	1st	19	95	1	5	0	0
2. Involve leaders or representatives of the low income groups in planning to meet their needs	2nd	19	95	1	5	0	0	4th	15	75	5	25	0	0
3. Help low income families or individuals to recognize their needs	3rd	18	90	2	10	0	0	3rd	16	80	4	20	0	0
4. Understand the low income family's value system, resources, standard of living, habits, abilities and concerns	4th	18	90	2	10	0	0	5th	15	75	5	25	0	0
5. Understand how to capture the interest of the low income people and eventually direct their interest and action to solving their real needs and problems	5th	17	85	2	10	1	5	2nd	18	90	2	10	0	0

TABLE 6
(Continued)

TRAINING NEEDS	Agents who worked with 25 . . etc							Agents who worked with 100 or more . . etc.						
		Very Much		A Little		None			Very Much		A Little		None	
	Rank	No.	per-cent	No.	per-cent	No.	per-cent	Rank	No.	per-cent	No.	per-cent	No.	per-cent
6. Teach Low income families on their interest, income and learning level (teaching methods, subject matter, equipment and tools)	6th	14	70	6	30	0	0	6th	14	70	6	30	0	0
7. Train leaders to assume and carry out responsible roles in educational programs for low income families	7th	14	70	6	30	0	0	8th	10	50	10	50	0	0
8. Gain acceptance by low income families of the community and understand the most appropriate subjects of conversation, manner of dress and responses and reactions to statements, ideas and actions of low income individuals and families	8th	13	65	7	35	0	0	7th	13	65	7	35	0	0
9. Determine the factors which cause success or failure to reach goals as planned	9th	14	70	5	25	1	5	9th	12	63	7	37	0	0
10. Obtain and/or maintain the cooperation of agencies and organizations responsible for working with low income families	10th	11	55	9	45	0	0	11th	9	45	11	55	0	0

TABLE 6
(Continued)

TRAINING NEEDS	Agents who worked with 25 . . etc.							Agents who worked with 100 or more . . etc.						
		Very Much		A Little		None			Very Much		A Little		None	
	Rank	No.	per-cent	No.	per-cent	No.	per-cnet	Rank	No.	per-cent	No.	per-cent	No.	pe- ce
11. Understand the community in which the low income family lives (The leadership, income level and source of income, organizations, social groups and the participation pattern of low income families	11th	11	55	9	45	0	0	12th	8	40	12	60	0	0
12. Utilize present leaders and recruit additional leaders needed	12th	8	40	12	60	0	0	14th	8	40	11	55	1	5
13. Analyze situational data in terms of the educational needs of the people	13th	8	40	12	60	0	0	13th	9	45	10	50	1	5
14. Recognize signs which indicate the highest interest of the people	14th	9	45	10	50	1	5	10th	9	45	11	55	0	0
TOTAL		194		81		3			175		102		2	

During the past 12 months 10 of the above Home Demonstration Agents did not provide educational experiences directed specifically to low income families. Nine of these were new agents and had been in the county a short time. The other 10 reached 106 different low income persons through 73 different meetings or experiences directed to low income families' needs. A total of 907 contacts.

During the past 12 mont the above 20 Home Demonstration Extension Agents reached 38,775 different low income persons through 83 different meetings or experiences directed specifically to low income family needs. A total of 191,936 contacts were made.

TABLE 7

THINGS WHICH BOTHER KENTUCKY HOME DEMONSTRATION EXTENSION AGENTS WHO WORK WITH OR SHOULD BE WORKING WITH LOW INCOME FAMILIES

TRAINING NEEDS	Agents who work with fewest families							Agents who work with Most families						
		Very Much		A Little		None			Very Much		A Little		None	
	Rank	No.	percent	No.	percent	No.	percent	Rank	No.	percent	No.	percent	No.	percent
1. If they openly show disapproval or nonacceptance of the Home Demonstration agent's idea or educational information	1st	9	45	9	45	2	10	2nd	10	50	9	45	1	5
2. If the Home Demonstration agent has difficulty recognizing the desirable qualities of low income persons or families	2nd	9	45	9	45	2	10	3rd	10	50	6	30	4	20
3. If the low income do not return for a second meeting	3rd	8	40	10	50	2	10	1st	10	50	10	50	0	0
4. If the families do not practice what the Home Demonstration agent taught them	4th	6	30	12	60	2	10	4th	5	25	15	75	0	0
5. If the Home Demonstration agent has difficulty in feeling a personal interest in the individual	5th	7	35	5	25	8	40	7th	7	35	6	30	7	35

TABLE 7
(Continued)

TRAINING NEEDS	Agents who work with fewest families							Agents who work with most families						
		Very Much		A Little		None			Very Much		A Little		None	
	Rank	No.	per-cent	No.	per-cent	No.	per-cent	Rank	No.	per-cent	No.	per-cent	No.	pe- co
6. If the Home Demonstration agent spends more time and effort and reaches fewer people than she expected to reach	8th	3	15	12	60	5	25	5th	5	25	14	70	1	5
7. If the low income families or individuals show little or no appreciation for the efforts of the Home Demonstration agent	7th	3	15	11	55	6	30	6th	5	25	12	60	3	15
8. If the Home Demonstration agent has a feeling of discomfort or "ill at ease" to the extent that she does not being as friendly as she is normally	8th	1	5	11	55	8	40	8th	3	15	9	45	8	40

During the past 12 months 10 of the above H.D.E.A.'s did not provide educational experiences directed specifically to meet low income family needs. Nine of these were young agents and had been in the county a short time.

The other 10 reached 106 different low income persons through 73 different meetings or experiences directed to low income family needs.

A total of 907 contacts were made

During the past 12 mont the above 20 H.D.E.A.(
reached 38,775 differe
low income persons thr
83 different meetings
experiences directed t
meet low income family
needs.

A total of 191,936 contacts were made.

IDEAS, SUGGESTIONS AND OPINIONS

To what extent do you feel that the following information would help you in developing a better understanding of how to work with low-income families? (Families who need welfare or public aid or whose annual income is less than $2,675)

DIRECTIONS

Place a check (✓) in the column which best describes the need which you feel for training related to each of these major items:

Rank the sub-items in order of priority by placing (1) preceding the item for which you feel the greatest need for training, placing (2) preceding the item of your second most important training need, and continue in this manner until all sub-items are rated. If training needs are felt to be equal for two or more sub-items in the same area, give them the same rating.

Very Much	A Little	None	Professional Training Items and Sub-Items
			A. Special training to enable the Home Demonstration Extension Agent to acquire the knowledge and skills to:
___	___	___	1. Understand the low income family. ( ) a. value system of family ( ) b. resources and standard of living ( ) c. habits and abilities ( ) d. concerns or worries
___	___	___	2. Help low income families or individuals to recognize their needs
___	___	___	3. Understand the community in which the low income family lives ( ) a. leadership of community ( ) b. income level and source of income ( ) c. organizations and social groups ( ) d. participation pattern of low income families
___	___	___	4. Analyze situational data in terms of the educational needs of the people.
___	___	___	5. Obtain and/or maintain the cooperation of agencies and organizations responsible for working with low income families.

Very Much	A Little	None	Professional Training Items and Sub-Items
___	___	___	6. Involve leaders or representatives of the low income groups in planning to meet their needs
___	___	___	7. Motivate the low income family to want to improve and to understand how to improve
___	___	___	8. Teach low income families on their interest, income and learning level ( ) a. teaching methods ( ) b. subject matter ( ) c. equipment and tools
___	___	___	9. Utilize present leaders and recruit additional leaders needed
___	___	___	10. Train leaders to assume and carry out responsible roles in educational programs for low income families
___	___	___	11. Gain acceptance by the low income families of the community and understand the most appropriate: ( ) a. subjects of conversation ( ) b. manner of dress ( ) c. responses and reactions to statements, ideas and actions of low income individuals and families
___	___	___	12. Recognize signs which indicate the highest interest of the people
___	___	___	13. Understand how to capture the interest of the low income people and eventually direct their interest and action to solving their real needs and problems
___	___	___	14. Determine the factors which cause success or failure to reach goals as planned
			(Please list any additional training needs which you feel are important but which are not listed on this questionnaire)

Very Much	A Little	None	
			B. To what extent does or would the following bother you:
___	___	___	1. If the low income families or individuals show little or no appreciation for your efforts
___	___	___	2. If they do not practice what you have taught them
___	___	___	3. If they openly show disapproval or non-acceptance of your ideas or educational information
___	___	___	4. If they do not return for a second meeting
___	___	___	5. If you spend more time and effort and reach fewer people than you expected to reach
___	___	___	6. A feeling of discomfort or "ill at ease" to the extent that you do not feel like being as friendly as you are normally
___	___	___	7. Difficulty in recognizing the desirable qualities of low income persons or families
___	___	___	8. Difficulty in feeling a personal interest in the individual

C. Please answer the following:

1. Have you in the past or are you at present providing educational experiences for low income families? Yes _____ No _____.

   If answer is yes, please answer the following:

   a. What percent of your time do you spend working with low income families? 10% or less _____, about 15% _____, about 25% _____, about 33% _____, 50% or over _____, none _____.

   b. How many different people have been reached in the past 12 months? (If you do not have the exact figure, estimate.) ________________

   c. How many different times have these different people been reached within the past 12 months? (Again, estimate if necessary.) ______

2. If a workshop were held for Home Demonstration Extension Agents to receive training in working with low income families, do you feel that representatives from other agencies in your county should be invited to attend?
Yes ______ No ______

If your answer is yes, please list the names of agencies or professional groups in your county who you would think would be interested in sending representatives to such a workshop.

3. In your opinion how important do the following people feel that it is for their County Home Demonstration Extension Agent to work with low income families:

Very Important	Do Not Object	Do Object	
____	____	____	a. The County Extension Council
____	____	____	b. The Homemakers Council
____	____	____	c. The 4-H Council
____	____	____	d. The County Agent
____	____	____	e. The Home Demonstration Agent
____	____	____	f. The County Judge
____	____	____	g. The County School Superintendent
____	____	____	h. Other Agencies as Public Health, Public Assistance or Welfare
____	____	____	i. The lay leaders of the County (especially homemakers)

4. As you are thinking now, what would you list as a few of the most important needs of the low income families in your County. By low income I mean those who need welfare or some type of public assistance. LIST THESE NEEDS IN THE ORDER THAT YOU WOULD ESTIMATE THEIR IMPORTANCE, BEGINNING WITH THE ONE WHICH YOU FEEL IS OF GREATER IMPORTANCE.

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